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ABSTRACT

The Registration Involving Parents Program was instituted at Hill City High School, Kansas to: (1) keep parents informed of academic goals of students; (2) allow teachers to be more directly involved in the goal-setting of students; (3) reduce class schedule changes after the beginning of the school year; (4) force students to justify choices and changes with valid reasons; and (5) enable faculty members to become more informed about other departments. This packet of materials contains the script of a descriptive slide presentation, a sample page from a course description booklet, a list of graduation requirements, a registration form, a pre-enrollment form, and a description of the enrollment procedures. (ALL)

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R. I. P

REGISTRATION INVOLVING PARENTS

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Registration R.I.P. Involving Parents

REASONS FOR IMPLEMENTING R.I.P.:

1. Keep parents informed of academic goals of students

2. Allow teachers to be more directly involved in goal setting of students

3. Reduce class schedule changes after beginning of school year

4. Force students to justify choices and changes with valid reasons

5. Faculty members become more informed about other departments

STEP-BY-STEP PROCESS OF R.I.P.:

1. Each student is assigned to a faculty advisor
   a. Each teacher has no more than 5 - 6 advisees
   b. Students are assigned according to future career plans

2. Course description books are checked out to students

3. Counselor and principal meet with each class to determine "wish list" for next year

4. Class schedule is built for next year

5. Advisors meet with students and parents

6. School secretary keeps a running tally of each course

7. Each advisor meets with group of advisees periodically

HILL CITY HIGH SCHOOL
1 Ringneck Drive
Hill City, Kansas 67642
913/674-2117

REGISTRATION INVOLVING PARENTS

(shot of school)

Hill City is a community based on agriculture and on oil. We have around 2,000 souls in town.

Hill City is way up in the northwest part of the state. Our school is a 2-A school with 130 students and 25 teachers. Seven of those teachers we share with the middle school and one is part-time.

Most of our graduates go on to school, either to Ft. Hays or to Kansas State. This past graduating class had a number enroll at Bethany and at a couple of the community colleges around the state. We usually have two or three students enroll at a voc-tech school, usually at Goodland.

We have an outstanding agriculture department with a school farm of 160 acres. And, in fact, our agriculture teacher was named one of the outstanding agri-science teachers in the nation at last year's national FFA convention.

Kids at Hill City High School are a real good group of students. We recently held a letter writing campaign and sent a bundle of letters to the soldiers in the Middle East. Very seldom do we have a discipline problem. Our biggest problem is two or three kids who

can't quite make it to class on time. Our teachers believe that kids don't care what you know until they know that you care.

My biggest concerns as the administrator of the building are trying to convince my teachers that there may be a better way of doing something, better than the way we've always done it. And those few students who aren't involved in anything and really don't seem to care about a whole lot.

For years and years we registered kids just like every other school.

(shot of a bunch of kids with Mr. Moos and Mr. Schulenberg talking to them)

The counselor and I would meet with all the freshmen, and then all the sophomores, and then all the juniors. And they would pick and choose classes for next year. And our teachers would order books and supplies based on those numbers.

(shot of some of the same kids in a huddle)

And then all of the students would get together on their own and really decide what classes they wanted to take.
But we wouldn't know that until school started in August.

(shot of a long line of kids waiting to see Mr. Moos)

And during the first week of school the counselor would be deluged with kids wanting to change classes. Many times for not very good reasons. We knew that really they wanted to be with their friends. Or they didn't want a certain teacher. And it very seldom was because of career plans.

(shot of a faculty meeting)

We discussed the dilemma at a number of faculty meetings. How could we dissuade so many kids from changing their schedules?

The counselor and I talked the situation over and arrived at a solution that would require some work on the part of our faculty.

(pass out R.I.P. sheet)

1. Each student would be assigned to a faculty member. That faculty member would become an ADVISOR--not a counselor.

2. No faculty member would have more than 5 or 6 advisees.

3. The students would be assigned according to future career plans. For example: future med students would be assigned to the chemistry/biology teacher, future

law students would be assigned to the government teacher, future computer operators would be assigned to the business teacher.

4. Faculty members would have to take some time to learn about the courses in other departments. We've had a number of in-service meetings to educate our teachers about new courses and changes in other departments.

(pass out sample page of curriculum book)

5. We compiled a curriculum book that had a description of each course and a list of prerequistes. The curriculum books were checked out and taken home so that parents and students could discuss possibilities for next year. Trying to decide what information we wanted to include in each course description was quite task. We had to decide what questions a parent would ask. We finally settled on:

a. the number of credits for each course
b. the prerequisites if any
c. any cost
d. the main objectives for the course
e. what kind of materials would be covered
f. what methods a teacher would use
g. a description of typical assignments
h. how students would be tested and evaluated
i. who the course is recommended for

I'm sure that with Outcomes Based Education, we'll have to make lots of changes in our book.

(shot of Mr. Moos and Mr. Schulenberg meeting with a group of students)

6. The counselor and the principal met with each class to determine their class "wish list" for next year. From that information a schedule was built for next year.

(shot of a teacher and a student and a parent)

7. An afternoon and an evening were set aside for each advisor to meet individually with each advisee and his/her parent(s). Afternoon classes were dismissed.

8. Advisors had copies of transcripts, next year's proposed class schedule, and a pre-enrollment form for each advisee. We spent some time emphasizing the importance of confidentiality.

(shot of Mrs. Beecher and Mr. Moos)

9. The school secretary kept a running tally of how many students in each class so that a balance could be maintained.

(distribute copies of various forms that were used in the registration process)

10. Now when a student wants to change a class it is necessary for the student to first meet with the counselor and then to get the signatures of a parent, the advisor, and the teacher of the class being dropped and the the teacher of the class being added. Everyone knows what everyone else is doing.

Periodically each advisor meets with his/her advisees for a guest speaker or field trip or film that relates to their career choices. This needs some work. It's probably our weakest link in the whole activity. Maybe we need to do a better selling job with our teachers. Most of them say that they do not know what to do during this time. And our homeroom period of 15 minutes really isn't long enough to do much. We're thinking of extending this period to 30 minutes so that should help.

We have received many positive comments from parents about this method of registering students. In fact, now our parents look forward to another opportunity to meet with teachers. Our teachers feel good about having parents involved.

We feel that our process for enrolling is successful because:

1. Parents have become a part of the registration process

2. Decrease in class changes. The first year we did not see a significant drop, but this year we did not have very many students change classes and then many of the changes were because of teacher requests.
3. We feel that this method is good for kids. It forces them to give real thought and planning in choosing classes.

Any questions?

Title of Course: Driver Education

Credit: (x) ½ unit ( ) 1 unit Entry level: 9

Prerequisites: Must complete 8th grade and be 14 years of age

Average cost to student: $2.00 State Permit fee plus book rental

Course Description

1. Objectives of course
   a. Learn and develop the skills for safe driving.
   b. Develop the needed driver attitude to operate a motor vehicle safely.
   c. Develop the needed skills in observation and decision making while operating the motor vehicle.

2. Materials covered
   a. Textbook material.
   b. Kansas Driver Handbook material.
   c. Under-the-wheel driving experience.

3. Teaching methods
   a. Lecture.
   b. Hands on (under-the-wheel).
   c. Films--16mm, strip, video.

4. Typical assignments
   a. Study questions over each unit.
   b. Go over in class the study questions.
   c. Test following completion of each unit.
   d. Take final test in vehicle by driving to Hays and performing the driving tasks practiced previously.

5. Evaluation methods

(x) Homework	( ) Extra credit allowed
( ) Unannounced tests	( ) Class discussion
(x) Scheduled tests	( ) Laboratory work
(x) Quarter and final exams	( ) Project work
( ) Notebooks or outlines	(x) Under-the-wheel driving
( ) Oral reports	( )
( ) Written reports	( )
( ) Research paper	( )

This class is recommended for students with an interest in:
Receiving their driver's license and developing the best skills and driving attitude possible.

Additional information: Contact Mr. Poage.

HILL CITY HIGH SCHOOL

804 WEST HILL STREET
HILL CITY, KANSAS 67642
913/674-2117

Graduation Requirements

1. A total of twenty-one (21) units of credit.
2. Required courses must include the following:
   a. Four units of language arts, to include three sequential units of English and one-half unit of speech. The elective may be chosen from English 4, journalism, or speed-reading. Students must complete each level of sequential English before moving to the next level.
   b. Two units of mathematics. Note that NCAA rules do not accept general math as a high school math unit, but our graduation policy does accept general math.
   c. One unit of physical education, including instruction in health.
   d. Two units of laboratory science.
   e. Three units of social science, including one unit of American history and one-half unit of American government.
   f. The State of Kansas strongly considered adding one-half unit of computer science, but dropped it from their final requirements. However, it should probably be considered an essential skill.
3. NCAA requirements for Freshman Athletics Eligibility require a student to complete eleven (11) academic units in high school, from the fields of English, social science, math (algebra and above), natural science (not including general science), foreign language, and computer science.
4. Special education students may deviate from this program only if so designated on their Individual Educational Plans. American history and American government must be a part of any IEP.

Enrollment for 91-92 School Year

Student _____ Grade 9 10 11 12

Parents/Guardians _____

Home Address _____

Home Phone _____ Work Phone _____

D.O.B. _____ Social Security _____

Advisor _____ Locker _____

Combination _____

Please fill in the class you will take for each period of the day. Fill in the second column ONLY if you plan to take a different class second semester.

1st hour _____ _____

2nd hour _____ _____

3rd hour _____ _____

4th hour _____ _____

Home Room (assigned) _____ ( ) Vocal Music

5th hour _____ _____

6th hour _____ _____

7th hour _____ _____

NOTES: If you have a conflict in scheduling, please describe it in the space below.

_____

_____

_____

Seniors: If you plan to be an aide, attach permission slips to this form.

If you plan to graduate early (end of first semester), check with the office as soon as possible for an APPLICATION FOR EARLY GRADUATION.

PRE-ENROLLMENT FOR

1991-92 SCHOOL YEAR

Name _____ Grade 9 10 11 12
(Next year)

Parents/Guardians _____

Home Address _____

Home Phone _____ Work Phone _____

D.O.B. _____ Social Security _____

What are your current career plans?

_____

_____

Please list eight (8) classes that you would like to take during the 1991-92 school year. If you want a study hall, please list that as one of the first seven (7) classes.

We will use the information that you list below in making a class schedule for next year.

1. English ____ or

2.

3.

4.

5.

6.

7.

8.

ENROLLMENT PROCEDURES

1. Principal and counselor will meet students by classes for a pre-enrollment session. Students will check field of career interest and list probable classes. Handbooks will be distributed and the entire enrollment process explained.
2. Students will be assigned to faculty advisors based on their field of career interest.
3. A schedule of classes will be developed from pre-enrollment survey and checked with sample groups of students.
4. Enrollment forms and transcripts will be distributed to advisors. There will be two copies for each student: advisor will keep one and turn in the other.
5. Students will sign up for either the afternoon or the evening enrollment session at 20-minute intervals. We will dismiss school during the afternoon before the evening session.
6. Parents will be invited to attend with their students.
7. During enrollment, advisors are encouraged to discuss course content with student and parents so they know what to expect in terms of cost, difficulty, and objectives. We will enroll students from the final schedule.
8. As classes fill, they will be announced so that no one else will be assigned to those sections. This will require turning in the enrollment forms as they are completed and continuous tallying.
9. Classes with special limitations, such as student aides, require a permission slip from the instructor. Students should obtain these ahead of time.
10. Incoming freshmen will continue to enroll during a special evening session. They will be assigned to temporary advisors for the freshman year, since most of them may not have developed interests that they can identify.
11. Changes from the spring enrollment may be made by parent request for a period of one week after the final session. No changes will be made at the summer enrollment except to make up for failures, since advisors will not be on duty.
12. New students will be assigned temporarily to the counselor as advisor for summer enrollment.
13. Changes in class schedules will be permitted for one full week after the beginning of each semester. Students must pick up a schedule change form from the counselor, obtain signatures of (1) parents, (2) advisor, and (3) all teacher involved in the change. Students must give a written reason for each change.
14. Signatures on the change form imply notification of teachers and advisors and permission of parents.

15. Instructors may request changes to another section of the same class to balance class load or find a more appropriate achievement level for students at any time if not other classes are affected.

16. Instructors should not permit students to change classes without a signed change form.

17. Advisors will be scheduled regular periods of time to meed with their advisees throughout the school year, for both individual and group sessions.

18. A new change form will be developed with these features:
    a. Space for a written reason for requesting a change.
    b. Space for signatures of advisor, instructors, and parents.
    c. Form on NCR paper so the counselor can keep one to check that students complete and return the form.
    d. A policy statement of reasons that are not acceptable for change:
        i. To move study hall to a different time.
        ii. To move to another section of the same class.
        iii. To be with friends in another class.
        iv. To get all of the "difficult" classes in the morning.
        v. To insure making a high grade (we are not talking about failing, but about the student who is making a lower grade than they anticipated in a class they really need).

19. Copies of the proposed schedule will be given to the faculty in time for them to suggest improvements before the enrollment date.

20. Faculty will encourage students to take the most beneficial class schedule for their expressed interests, realizing that the final decision to do so is the responsibility of the student and his/her parents.